DOCUMENT RESUME

ED 245 069 CE 039 050

TITLE Corrections Education. Public Hearings. Special Report.
INSTITUTION Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.
PUB DATE 83
NOTE 25p.; For related documents, see CE 039 049-051.
PUB TYPE Viewpoints (120) -- Collected Works - Serials (022)
JOURNAL CIT Speaking Freely; v2 n1 1983

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; Criminals; *Educational Needs; Hearings; *Participant Characteristics; Postsecondary Education; Program Implementation; *Program Improvement; Rehabilitation Programs; Research Needs; School Role; *Statewide Planning; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS *Illinois

ABSTRACT

This report contains a condensation and highlights of public hearings held by the Illinois State Advisory Council on Adult, Vocational and Technical Education (SACVE) and the Illinois Employment and Training Council (IETC) on the subject of correctional education in the state. During the hearings on this topic, 100 witnesses testified. The report is organized in four parts. The contents of Part 1 were provided to the SACVE by staff of the Corrections School District #428. The information includes not only descriptive characteristics of programs and participants, but also descriptions of the role of and some of the concerns for educational programs within correctional facilities. Part 2 contains testimony received at public hearings relative to vocational education and adult education in correctional facilities. The testimony includes presentations made by educators in correctional institutions, by both present and former residents of correctional facilities, and by outside persons who coordinate programs with corrections programs. Part 3, which identified several research needs of corrections education, is a copy of testimony presented by the Correctional Education Association to the National Institute of Justice. The final part of the report is a dialogue among SACVE council members and corrections staff and inmates, held at a correctional facility. (KC)

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PUBLIC HEARINGS

Special Report: CORRECTIONS EDUCATION
Vol. 2, No. 2

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Investing in People

FY 1983

SPEAKING FREELY

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P.L. 90-576 and P.L. 94-482 state "... evaluate vocational education programs, services, and activities assisted under this Act, and publish and distribute the results thereof."

SPEAKING FREELY
Vol. 2 No. 2

Corrections Education

A. PURPOSE OF THE PUBLIC HEARINGS

The State Advisory Council is required by federal mandate to conduct public hearings to gain input from the public about educational programs designed to prepare students for employment. Because educational programs are coordinated with programs and services provided by state and federal programs other than education, the Illinois Advisory Council on Adult, Vocational and Technical Education (SACVE) and the Illinois Employment and Training Council (IETC)—now known as the Illinois Job Training Coordinating Council (IJTCC)—have decided for the past three years to conduct the public hearings as a joint effort. Transcripts and reports generated from the hearings are given to the Illinois State Board of Education.

Input received at the public hearings is valuable information used in preparing SACVE's Annual Evaluation Report that is presented to the Illinois State Board of Education each year. The Evaluation Report contains recommendations to the State Board for enhancing the State's programs and services.

Testimony received by SACVE at public hearings often suggests ways to improve vocational education. The range of suggested revisions includes the delivery of programs, curriculum, programs and services offered, instructional materials and methods being used, and many others. Sometimes issues are addressed; sometimes philosophical thoughts are expressed; and sometimes discussion among participants emanates. Opinions about any one segment of Illinois' programs may vary from being critical to being complimentary.

The citizens of Illinois who come before the Advisory Council to share their expertise and ideas have "done their homework" and exhibit a genuine interest and concern for the preparation of our future work force. The Council believes that in addition to the State Board, there are others who could benefit from the ideas and thoughts presented at the public hearings. Therefore, the Council disseminates SPEAKING FREELY—the report of the public hearings—to additional audiences. These include members of the Illinois General Assembly, U.S. senators and representatives, local administrators and plan writers, teachers, parents, other state agencies and councils, and other states.

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B. ABOUT THIS REPORT

Part I. The contents of this section were provided to the State Advisory Council by staff of the Corrections School District #428 at Council meetings and meetings of SACVE's Committee for Corrections. The information contains not only descriptive characteristics of programs and participants, but also descriptions of the role and some of the concerns for educational programs within correctional facilities. It is included in this document to provide the reader with additional information about corrections.

Part II. Testimony received at public hearings relevant to vocational education and adult education in correctional facilities was varied. The testimony included presentations made by educators in correctional institutions, by both present and former residents of correctional facilities, and by outside individuals who coordinate programs with corrections programs. These testimonies are a major portion of this document.

Part III. A copy of testimony presented by the Correctional Education Association to the National Institute of Justice was submitted to SACVE with the request that it be included as written testimony received through the public hearing process. The letter identifies several research needs of corrections.

Part IV. SACVE held one of its meetings at a correctional facility this year. Corrections staff and inmates met with SACVE. Council members had an opportunity to discuss issues and concerns and ask several questions of them. Excerpts of this dialogue are included in this section.

C. PARTICIPANTS TESTIFYING ABOUT CORRECTIONS

Ten of the 100 witnesses at the FY 1983 public hearings on adult, vocational and technical education in Illinois testified about corrections education (4 administrators of corrections education, 2 corrections education instructors, 2 inmates, 1 school board member, 1 official from a law enforcement agency). The testimony of one witness included excerpts of three letters from former inmates. SACVE also received a copy of the testimony delivered to the National Institute of Justice by an Illinoisan serving as President of the Correctional Education Association.

D. PUBLIC HEARING PARTICIPANTS

Hearings	Location	Attendants	Witnesses	Pages of Testimony
*Rockford	Rockford Area Chamber of Commerce	29	10	84
Moline	Moline Public Schools, Allendale Adm. Center	11	7	61
Alton	J. B. Johnson Career Development Center	29	29	90
*Carterville	John A. Logan College	24	13	67
River Grove	Triton Community College	15	7	106
*Chicago	Illinois Bell	37	15	142
*Bloomington	Plumbers & Pipefitters Local 99 Bldg.	46	19	143
Totals		191	100	693
(Averages)		(27)	(14)	(99)

*Public hearings held jointly by IETC and SACVE.

Of the 100 witnesses called to testify at the seven hearings, 29 were females and 71 were males. These 100 witnesses represented six distinct groups—educators, employers, government agencies, military, unions, and vocational students. The number of witnesses in each group or a subgroup were:

Educators 43

Public Secondary = 12 (10 administrators, 2 teachers)
Public Postsecondary = 30
Private Vocational = 1

Employers, including Local Advisory Council Members (Apprenticeship, Business and Industry) 19

Governmental Agencies (Job Service, CETA, Corrections, and Local Agencies 15

Military 1

Unions 4

Vocational Students, Former Students, Parents, or Other Interested Citizens 18

Total 100

I.
INFORMATION ABOUT CORRECTIONS POPULATION AND PROGRAMS

A. CHARACTERISTICS OF PRISON POPULATIONS IN THE UNITED STATES

- On any given day, nearly 2½ million men, women and children are under some form of correctional supervision in the United States, or, one out of every 90 persons. (This includes prisons, jails, parole, and probation.)

- During 1981, there were 7,069 correctional facilities across the nation with a daily population of 593,458. The United States incarceration rate of 147 persons per 100,000 is one of the highest of the developed countries. Only South America and Russia with 400 and 391, respectively, have higher incarceration rates than the United States.

- The prison population grew 22.7% during the period 1978-1981. It has more than doubled (61%) since 1969. Future projections by the National Institute of Corrections (NIC) are that an additional 50,000 - 60,000 beds will be needed this year in the state prisons alone to keep up with the growth in prison population.

- The American public pays a high cost for incarceration, an annual bill of over $6 billion. The average cost of construction is $60,000 - $70,000 per cell; and the average cost of maintaining an inmate is $16,000 per year.

- The inmate population is characterized by gross educational deficiencies. In the general population, 67% have completed at least high school; among the inmate population the comparative figure is only 37%. It is also estimated that the typical inmate functions two or three-grade levels below the level completed in school. Illiteracy in the United States is estimated to be only 1.2%; the prison population shows a 10 - 20% incidence of illiteracy. In addition, 25 - 40% exhibit serious learning disabilities.

B. CHARACTERISTICS OF PRISON POPULATIONS IN ILLINOIS

	PERCENTAGE OF ILLINOIS INMATE POPULATION	PERCENTAGE OF U.S. GENERAL POPULATION
EDUCATIONAL ATTAINMENT		
8th grade or less	26%	17%
9 - 11 grades	35%	16%
12 grades	28%	36%
1 - 3 years of college	8%	17%
4 or more years of college	1%	14%
Not reported	2%	0%
EMPLOYMENT, PRIOR TO ARREST (1981)		
Employed Full-time	61%	not
Employed Part-time	7%	available
Unemployed	32%	
INCOME, PRIOR TO ARREST (1978)		
Less than $2,000	19%	
$2,000 - $3,999	18%	
$4,000 - $5,999	18%	not
$6,000 - $9,999	18%	available
$10,000 or more	14%	

The Illinois correctional population is characterized as underemployed at the time of arrest; high unemployment or poverty wages for those who are employed. In 1981, 32% were unemployed at the time of arrest, as compared to 8.8% of the total U.S. population. In 1978, the poverty level income for a male-headed, nonfarm family of four was $6,665 per year, and the median income $17,640.

C. PARTICIPATION IN EDUCATIONAL PROGRAMS AT ILLINOIS CORRECTIONAL CENTERS

The October, 1983 adult population of 13 correctional centers was 13,306. Approximately 46% or 6,120 residents were enrolled in educational/vocational programs on a daily basis. During FY 1982, the Department of Corrections School District #428 served an unduplicated headcount of 15,463 persons; 11,392 were enrolled in some type of academic programs (ABE, GED, college academic), and 4,635 were enrolled in vocational training programs.

D. FY '83 VOCATIONAL EDUCATION PROGRAMS IN ILLINOIS CORRECTIONAL CENTERS

Correctional Centers offer educational programs through their own resources as well as by contracting with educational agencies in the area. Contractual agreements may be with local school districts, educational service regions, community colleges, or universities.

The following list of programs depicts the kinds of vocational education programs being offered at the different centers and whether they are contractual, noncontractual, or in the process of being planned.

JUVENILE CORRECTIONAL CENTERS

	IYC JOLIET	ST. CHARLES	VALLEY VIEW	DUPAGE	KANKAKEE	HANNA CITY	DIXON SPRINGS	PERE MARQUETTE
Auto Body	C	X					C	
Auto Mechanics	C	X	X		C	X	C	
Cosmetology				C				
Drafting		C	C					
Food Service	C			C				
Horticulture				X				
Electronics	C							
Welding	C	C	C			X	C	
Building Trades		C					X	
Industrial Maintenance	C							
Barbering		X						
Graphic Arts			C					
Cooperative Work Training (Work Exp.)	X	X	X	X	X	X	X	X
Small Engine Repair		C						
Building Maintenance			C		C			C
Nurse's Aide				C				
Pinsetter Mechanic						X		
Typing/Shorthand				X				
Business Occupations				X				
Special Education								
Inservice Voc.	X					C		
Career Orientation		X		X		X		
Career Counseling	X							

ADULT CORRECTIONAL CENTERS

	Centralia	Dwight	East Moline	Graham	Joliet	Logan	Menard	Menard Psych.	Pontiac	Sheridan	State-ville	Vandalia	Vienna
Career Counseling		X	P			X	X		X	X	X	X	X
Welding	C			C	C	C	C		CX	CC	C	C	C
Auto Mechanics	C		C	C		C			CX	C		C	C
Auto Body	C			C		C				X	X	C	C
Barbering							X		X	X	X		X
Graphic Arts				X	X		X		X		X		X
Career Orientation		C			C						C		
Drafting	C						C		C				C
Electronics/Electricity	C			C		C	C		X				C
Building Maintenance		C	C		C			C	C	X		C	
Cosmetology		X											C
Food Service	C		C			C		C					C
Machinist									C				C
Office Machine Repair							C					C	C
Small Engines			P	C						C	C		
Office Occupations		C							X				
Emergency Medical Tech.									X				C
Fire Science			C										C
Horticulture	C		P			C							C
Surveyor Assistant													C
Waste/Wastewater Tech.													C
Masonry													X
Heating & Air Conditioning				C		C	C					C	
Meat Cutting										X			
Business Occupations							X						
Appliance Repair							C						
Construction							C						
Health Aide		X											
Data Processing		C											
Commercial Art & Photog.						C							
Consumer Education							X						
Special Ed. Inservice Voc.								X				X	
Conservation Game Management													C
Alcohol Fuels Production													C
Apprenticeship		X							P		P		

Key: C - Contractual
X - Noncontractual
P - Proposed Program
CX - 2 Programs: one contractual, one noncontractual
CC - 2 Programs: one basic, one advanced

- Corrections School District currently offers 157 separate vocational education programs in both the adult and juvenile centers; 47 in juvenile facilities, and 110 in adult facilities. There are three new adult centers and one new juvenile center in the planning or building stage. This would add approximately 25 new vocational programs to the School District offerings.

- In Fiscal Year 1982, the Illinois Department of Corrections School District 428 provided vocational orientation and skill training programs to nearly 6,000 male and female residents, ranging in age from the teens to the sixties in the 21 correctional centers across the state.

- Correctional facilities place heavy emphasis on skill training programs, particularly in the industrial related fields. Major changes are taking place in the employment marketplace and the Department of Corrections strives to meet the demands of high-tech and emerging service-related jobs.

- Correctional facilities have been set up to provide vocational training in some of the more traditional vocational fields such as welding, auto mechanics, and auto body repair.

- Most programs offered at the present time are significantly viable in terms of institutional needs. Many of these programs grew out of institutional maintenance functions. Programs (such as food service and industrial or building maintenance) serve the day-to-day needs of the respective correctional institutions while saving the taxpayers of Illinois thousands of tax dollars.

- The "institutional maintenance function" programs provide the corrections student with saleable entry-level employment skills, as well as skills to help him or her survive in the free community. The building maintenance student, for example, could save money in housing repair costs by utilizing skills learned in correctional facilities and doing the work himself/herself.

- The State Board of Education's Quality Assistance Program was used to develop competency-based programs in welding, auto mechanics, building maintenance, and cooperative work training at Correctional Centers. Five other vocational areas have been targeted for development in FY 83.

- Wherever possible emphasis is given to employment in the free community. Job retention skills, in addition to the traditional job-seeking skills, are also stressed.

- Attention has fallen on apprenticeship programs that link practical work experience within the correctional facility and the demands of labor in the free community. In a pilot program at the women's prison at Dwight, a Joint Apprenticeship Council oversees apprenticeship programs in building maintenance, cooking and baking.

- Some businesses have opened their doors to corrections instructors as a means of introducing new products and procedures while simultaneously helping to upgrade the teacher's competencies. The Martin-Senour Company, for example, recently conducted a three-day Auto Painting Workshop exclusively for corrections auto body instructors in Countryside. A manufacturer's representative conducted a "plastic and rubber welding" seminar for our auto body and welding" instructors at Logan Correctional Center in Lincoln.

E. ROLE OF EDUCATION WITHIN THE DEPARTMENT OF CORRECTIONS

- The primary functions of the correctional center are 1) to protect the public from the convicted criminal, and 2) to protect the criminals from each other. Education, as a priority, falls beneath these two top priorities, usually depending upon factors such as the security level of each prison (maximum, medium, minimum), and the individual emphasis placed upon education by the warden.

- There is a strong emphasis on programs which will assist the operation of the correctional center. There exists between the vocational training programs and the prisons a symbiotic relationship. The institutions have come to rely very heavily for service on programs such as graphic arts, building maintenance, food service, small engine repair, horticulture, appliances repair, etc.

- There are problem areas which are inherent to correctional systems that impact educational programs. Some of these areas are: 1) the unpopularity of State-sponsored education for convicted criminals, 2) gangism within the prisons, 3) segregation of the inmate for institutional offenses, 4) institutional lockups for security reasons, 5) visits from family members who take inmates from class, and a cadre of other problems which detract from school activities. Corrections School District 428 monitors these problems with hopes of softening their impact on the educational/vocational programs.

F. NEEDS OF EDUCATIONAL PROGRAMS WITHIN THE DEPARTMENT OF CORRECTIONS

The following list of needs and concerns for the educational programs offered to Illinois inmates was provided to SACVE by staff members of Corrections School District 428. Most of the needs point out the necessity of involvement from the private sector.

- There is a need to reeducate our vocational teaching staffs. Corrections employees and contractual employees alike need training and work experience in emerging fields related to their teaching field.

- There is a need to increase the awareness of vocational instructors of the unique learning styles of corrections' students. A sizeable number of students are being identified as emotionally disturbed and learning disabled. The instructors need to develop and refine skills in dealing with students who can do skill-related tasks, but who have difficulty in computing and reading.

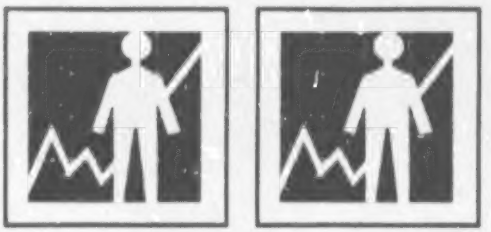
- Corrections needs input from business and industry in helping to design programs for the correctional facilities to be opened in the near future. These new facilities offer the opportunity to break the mold of traditional programming by developing programs to meet the needs of a changing economy.

- Within the correctional centers, help is needed in serving a sizeable special needs population. It has been estimated that more than 80% of the correctional residents are handicapped (in addition to being disadvantaged). Because of staffing limitations, corrections is unable to serve but a fraction of those students who need specialized services to help them cope with, or overcome, their handicaps. Because approximately 90% of corrections residents return to the free community, the need for special needs resources is great. In addition, business and industry's consciousness must be raised to the point that an active attempt will be made to hire handicapped ex-offenders.

- Some students are enrolled in programs for only a few months; many others, because of length of sentence, participate in vocational training for several years. Corrections is proposing to design vocational "clusters" of interrelated programs for these individuals. The effect will be to expand, rather than narrow, the employment possibilities for ex-offenders who will be entering the work force for the first time at an age when most workers in the free society have already made their career choices. (State Board of Education policy and regulation allows only one program to be funded per incarcerated individual.)

- Closer ties between the educational system and business and industry are needed. To a degree, this need is being met through local advisory councils. The problem experienced with advisory councils on the local level is that active participation on the part of council members is difficult to maintain, and participation is often directly proportional to the economic relationship between the Council member and the local education agency. Downstate council members may, in good faith, be offering advice to students that may be of no value whatsoever, considering the large percentage of students who will reside in the Chicagoland area upon release.

- Corrections needs more involvement of business and industry with correctional vocational education programs. Involvement may take the form of sabbaticals or released time whereby industrial workers may be "loaned" to the correctional facility for a specified length of time to work directly with the instructors. A variation on this theme might find vocational education instructors working in business or industry for a time, as opposed to enrolling in continuing education courses.



II.
TESTIMONY PRESENTED AT PUBLIC HEARINGS

A. EDUCATORS FROM CORRECTIONAL CENTERS TESTIFY

Several educators from the Illinois Corrections Centers presented testimony to SACVE and IETC. They described the kinds of vocational education and basic education programs that are available to the residents. These individuals also expressed concerns and explained many of the new approaches with which their institutions are experimenting in an attempt to resolve long-term problems. All indicated the necessity to have residents "job ready" upon release.

A correctional center's educational administrator described vocational educators and programs at his center. He said:

> ". . . I would like to give you a brief background about School District 428. School District 428 comes under the Department of Corrections. We are governed by the Illinois State Board of Education. The same criteria that holds true for public school education throughout the State holds true for the school district by which I am employed.
>
> "There are 13 adult centers around the State of Illinois, and there are 6 juvenile centers. Our programs vary from special education programs, Title I programs, career counseling, vocational education programs, and college programs. . . . A lot of our programs like vocational education programs [are in an] adult [correctional] center and near a community college . . . through a contract basis with the [community] college. [Their] Dean and [staff] . . . will work with our occupational coordinator. I might add that our staff are certified teachers . . . just like any public school teacher, and . . . any public school administrator job in the State of Illinois . . . educational and vocational programs are opportunities for each resident to develop toward his maximum potential as an individual and as a member of society. . . ."

The witness then reviewed his Center's mission and goals of vocational education in a correctional setting and stated eight steps (objectives) toward achieving sufficient job-related skills for each resident of the correctional center. Highlights follow:

> "The mission of vocational education is to ensure that each resident who participates in training programs has the opportunity to acquire sufficient job-related skills to become employed. Vocational education programs will be available to all inmates who wish to benefit from these services.
>
> ". . . include courses that teach proficiencies relevant to business, industry, and community settings. . . .
>
> ". . . provide to all residents opportunities to choose, prepare for, and enter careers that will develop their potential, enhance their economic independence, provide them with a sense of satisfaction and high self-esteem. . . .
>
> ". . . establish and maintain a planning process that provides for identification of needs . . . , goals . . . , objectives . . . , evaluation . . . , and revisions of the entire vocational education system.
>
> "The goal of vocational education is to develop employable skills in residents to enable them to become self-sufficient citizens. This goal will be accomplished through the following objectives:
>
> 1. . . . offer maximum skill development for employment within the residents' community setting.
> 2. Develop entry-level skills and/or providing training/retraining for those residents in vocational programs.
> 3. Coordinate the opportunities available to each resident such as vocational education/training, correctional industries, apprenticeship programs, and input from business, industry, and community organizations.
> 4. . . . an effective trade advisory council consisting of representatives of business, industry, labor, education. . . .
> 5. . . . vocational education that includes orientations, vocational assessment and evaluations, training, counseling, placement, and follow-up services.
> 6. . . . establish ties with the community whereby providing both educational and employment opportunities for the resident upon release.
> 7. Develop and maintain open-entry/exit, competency-based programs. . . .
> 8. Develop short-term educational and training programs that meet the needs of business/industry and allow for flexible scheduling and adequate program completion dates for residents."

After the witness completed his prepared testimony, he was questioned by another participant at the hearing. The questions and responses are summarized below:

> Q. ". . . we had the opportunity this summer to . . . visit the Vienna Center. We were very strongly impressed by what we saw there and to learn that . . . [the community] utilizes the Vienna facility as a training center. . . . It is my understanding that the students go into classes, possibly at the same time that residents are in those classes. I'm not positive of this. Are you familiar at all with what they are doing there?"
>
> A. "Yes, I've been down to Vienna and visited."

Q. "My question is: Do you perceive that there is any opportunity to do some sharing of training at your center. . . .?"

A. "There is a good possibility that we'll get to that point. Right now we are still kind of growing and developing our programs, but I think in the future that there is a strong possibility."

An educational administrator from another correctional center focused his testimony on two problems in correctional education. He said:

". . . Basically our clientele is a clientele that has been kicked out, dropped out, pushed out. or just plain didn't attend school, and the bottom line is that most of these men and the women want to come back into society and be someone's neighbor and hopefully go out and gain employment. . . .

". . . I picked just two problems that I perceive in vocational education. . . . The first problem in corrections is the problem of the lack of completers, program completers. We've got 12,000 to 14,000 men and women in the system depending on what time you want to take the count. There will be out of that probably . . . from 35 to 45% enrolled in some type of educational program. What happens so often is that the man . . . [woman] enrolled in a program and because of internal restraints he [she] won't be able to complete it. He'll [she'll] get an institutional transfer or a better 'job' within the institution and for various and sundry reasons decide to drop classes.

". . . his [her] hierarchy of needs . . . has not included much in the way of education. Therefore, when he [she] gets a chance to go into a prison job—that, let's say, is a 5-day-a-week job—an honor dormitory, etc., versus going to school, which is a 5-day-a-week job, no honor, no arms, etc.; again that hierarchy of need comes into play. That's one problem I want to address.

"To throw out some solutions, I think one basically is to continue to intensify the career counseling programs that we have in our correctional system, to work on that basic hierarchy of needs. We can treat the symptom of a patient . . . We can get him his [her] GED. We can feed him [her], clothe him [her], etc., but he [she] still hits the street with the same needs. . . .

"The second possible solution . . . we are working very diligently on, . . . but we need more bucks, is that we are putting together a statewide curriculum that's competency-based that can follow the man [woman] regardless of where he [she] goes. Most all prisons have welding. Most all prisons have auto body, auto mechanics, etc. Therefore, a man [woman] is enrolled, let's say, at Vandalia. He [she] finishes his [her] first section of auto body. He [she] transfers, let's say, to Menard or Vienna, or whatever. He [she] can go into the second section, plug right in, without reinventing the wheel and starting over. That's the intent of the totally true competency-based curriculum.

"Thirdly, I think that we might look at defining what a completer is. We know that there are lots . . . of students that are dropped out, finish (they think they finish), before the real program would have finished for a one-year or two-year certificate, . . . but yet they are employable. They can go out and nail a job down.

". . . in corrections we are tied to the Illinois Community College Board because the colleges in the area of the prisons sponsor the vocational programs. . . . The colleges are locked into the ICCB on contact minutes as far as determining completions. I think we might take a look at what is a completion. Is it contact hours? Is it proficiency? What is it?

"The next problem . . . is the technological lag that is really on top of us. I don't know if any of you have read the October 18 issue of Newsweek, but there was a feature article in it, and I can remember reading from one section of that that they are predicting by 1990 there is going to be 800,000 jobs in robotics, robotics production, and 500,000 jobs in housing rehabilitation.

"I think the role of SACVE, State Board, etc. is to keep us on that cutting edge but to the point that we, as administrators, don't sell our soul down the river on a $300,000 project that in a year is defunct. Again, I don't think we have the answers. I think we have to look at State Board and SACVE and industry. Again, the only thing I've got in my life to compare to it is the Sputnik thing. I can remember in '57 seeing the satellite go up, and all of a sudden we were all math and science people.

". . . Our job in corrections specifically is not to just teach a skill because we've got some very skilled guys locked up, . . . but until we teach a skill, as well as change behavior patterns, we are still beating our heads against the wall."

An instructor's aide from one correctional center testified. He said:

"I would like to speak on some of the vocational programs at . . . [our correctional center which] we offer a variety of educational programs that deal with the theoretical aspect and practical application. These programs offer an individual a number of skills applicable to today's market. A large percentage of these individuals who are enrolled in these programs see it as a second chance at life, a means of acquiring the necessary ability to lead a productive life without the need of crime. Being qualified or specialized in a specific field means to be in demand, which means to be respected as a professional and paid accordingly.

"Now thousands of successful people who have gained from the programs . . . because they have decided (and this is only because they have decided within themselves) that it is time to take advantage of the opportunities offered to assure themselves a prosperous future. This same percentage of successful individuals is never mentioned. Why? Because of the restrictions on communications which would otherwise give an incentive to all the new students pursuing the same vocational training.

"The instructor should . . . stay in contact with the students and the students' employers to ensure jobs for new students pursuing the same trade. A lot of instructors have a lot of policies, a lot of writing, and a lot of other work to do that prevents giving the students a larger percentage of their time to train the student. . . . We should . . . put the instructor back to work training the student rather than filling out papers all day.

"The programs . . . range from brick masonry, welding, auto body, auto mechanics, medical technician, office machinery repair, TV and radio repair, and a number of other vocational programs including barbering and cosmetology. After completing these programs, the individual can enroll in another program and better his chance of acquiring employment upon his release in spite of double-digit unemployment . . . we need to . . . concentrate on putting incentives back in our programs, giving instructors more time to teach the students, and keeping a close contact with the students after they leave a vocational program to ensure the other students in that class a future job and to give them an incentive, a drive to want to give their all to the program, and get all they can out of it. Thank you."

B. PARTNERSHIPS BETWEEN CORRECTIONAL PROGRAMS AND EDUCATION

A school board member described his feelings about the cooperative arrangements between prison and public programs. He said:

"I'm pleased to have this opportunity to present my ideas to you on vocational programs. . . . [Our] county has been involved in a cooperative vocational program with . . . [correctional center] since the fall of 1977. The cooperative was unique in [that it was] the first time the Department of Corrections and the public school had formed a cooperative program. The . . . [correctional center's] program is under the supervision and direction of the . . . College district. Our school is also in the same district.

"This cooperative program has allowed our local district to offer courses in auto mechanic, advanced auto mechanic, auto body, advanced auto body, environmental control, cosmetology, advanced cosmetology, mining occupations, advanced mining occupations, welding, mechanical drafting and machine shop to our students. Presently we have 14 students enrolled in 5 of these programs at a fraction of the cost that would be involved trying to provide them locally.

"This past year the 4 counties in our educational service region decided to form into a 4-county cooperative. This includes the 9-county school districts, . . . correctional center, . . . Youth Center, and . . . College. By this joint effort, courses were added in computer programming and nurses aide training. These courses will be in a cooperative between the . . . County District and the . . . County District.

"Due to the size of our district, the lack of local building and equipment and the limited number of instructors, we must look to more cooperative programs to provide our students the vocational course offerings they deserve. Also, at this time of budget cuts . . . it makes sense to utilize all the facilities, instructors, and equipment in our areas to meet the needs of people who need vocational training in the most economical way possible. Vocational training, in my opinion, is one avenue of turning this nation's economic problems around. Thank you for the opportunity to present my views to you."

An official from a local law enforcement agency testified about an innovative juvenile program. He said:

"I am from . . . in Cook County . . . we're talking about the role of education, . . . the role of businesses, . . . the role of unions, and the role of labor. What happened to the unit of local government? . . . The county is not a unit of local government. It is a unit of regional government. An agency that has 15 townships within its service area is not a represented community-based activity. . . . We're an offspring of the Police Department of the Village. . . .

"Four years ago the community high school district's number of high school dropouts, . . . suspensions and expulsions placed that community high school district second [highest] in the county . . . we sat down with the unit of local education. . . . We told them, . . . 'Hey, call the Police Department. Start calling us up front when the kid misses 2 or 3 days of school. Call us when their grades go down.'

". . . [the coordinator] asked us to counsel. They call us when they got a kid . . . [starting to develop behavior problems] . . . [the coordinator] sits down with them about 5 minutes, and all of a sudden they get sensitive to what's happening. We send them back to school. The high school dropout rate has decreased. The literacy rate is going up so far as other young people from . . . [the county]. We then got ambitious. We said: 'Hey, we're working so good with the local education. Let's work on vocational training.'

"We went and we talked to the unions. . . . The carpenters and the bricklayers, after much discussion, they concurred with the village . . . actually doing its own pre-apprenticeship training program.

"A year ago we had 40 young people come in; 18 of them were high school dropouts. You talk about getting their attention . . . you put them in the police station and from the police station you bring them to high school people (the teachers). We didn't teach them ourselves. The school's teachers came over and . . . [helped] the kids in the courtroom . . . on their arithmetic. We then took the carpenter journeymen, the

bricklayer journeymen, and we put them in the basement. We turned that into a vocational classroom, and they started laying bricks. They started learning about a whole bunch of stuff (squares and building rafters and frames); and I'm very happy to say that 10 of these young people at this time are walking around with a piece of paper to see if they've got an agreement with their respective union [when just] a year ago they were high-school dropouts. A year ago they were jail baits.

"You talk about the cost. . . . You spend $25,000 a year to keep a person incarcerated; you spend 30-some-thousand dollars a year for mental health; and the prime sponsor tells us that the participant cost should be about $3,000 a year. There's a contradiction somewhere.

"What I would submit to the Illinois Employment Training Council and SACVE is that in order for this to be a true partnership, as they called the Job Training Partnership Act, the unit of local government is the unit that has the ultimate responsibility for its residents; and if you are truly trying to make impact on people who live within the unit of local government (and we all do), I would submit to you that you must, while you are coordinating the educational community, while you are coordinating the labor community, and the business community, and the commerce community, don't forget the unit of local government. It has the social service capability; it has the neighborhood recognizance; it has all of those other costly side additions. If you sit down and talk and start coordinating, you, too, can have the results that we're very proud of and have maintained in our village. Thank you."

Several questions were asked of the witness:

Q. "Do you have several high school districts that work with you on that? Are you suggesting that the counselor, or dean, as soon as there is some absenteeism, etc., get with you?"

A. "Exactly. [The procedure] we have now [is that] the parents sign a letter of proxy, and it's maintained in the dean's office. When the dean or attendance officer or the counselor has a problem or a reason to discuss something with that particular student, it's right there in their permanent record. The parents then give the school the right to call [our] Juvenile Advocacy unit for intervention and diversion services. . . ."

"We had a case three years ago [where] the school had petitioned the family to court for truancy [of a] kid [who] had missed 60 some days. They've got one County Truant officer. when we went to the parents' house, we saw why the kid had missed 60 some days. The father had died; the step-brother had died; the lights had been cut off; the family aid had been suspended. That kid was not missing 60 some days in school because he didn't have the will or desire to go. He didn't have the ability to get there.

"We go with community people. The school comes up with it, and nobody knows. Naturally people start lying. 'Oh, there's no problem; no problem.' When you talk to a community person, you're going to get the truth; and that has improved [our] working with the . . . community college's GED program. We refer kids over there. If they have a problem with them, or if they need extra work, they call us right back. . . . We've got in-house tutoring, the whole smear. We go right to the homes, if necessary; so we are working with the school system; and I am suggesting that in developing all of this, don't forget your unit of local government, because that's the one. That's the one. In fact, you're trying to get your bonds and your taxes passed; your unit of local government can help facilitate that, too."

Q. "Are you involved with . . . what they call IEP or the Individualized Education Plan that we do for special ed. but . . . one step further . . . looking at career programs? . . . Are you involved with the school counselor, involved with parents, or anybody at that extent, to help this kid set up some plans for down the road, to get involved with the school in that type of thing?"

A. "When they come in, we do check on background, as far as the high school goes; check on grades and behavior problems they have had with the system."

C. LETTERS FROM FORMER RESIDENTS OF CORRECTIONAL FACILITIES

A building trades instructor from one of the Correctional Centers brought letters she had received from former resident students. He described his program briefly and read three of these letters to the SACVE/IETC Hearing Panel. His testimony including the letters follow:

"I teach building trades which consists of carpentry, plumbing, electricity, floor and wall covering—everything to do with the building. I don't have enough time to go into these where I am able to get out, say, a full-fledged carpenter, plumber, etc., so I give them basics so they can go out on the street and try to get a job. I do get quite a few letters back from the men that go through the program. We put up buildings in the institution. I work them in all these fields in the institution. At each thing we perform, a little theory goes with it and then we go out and get the work done by hand. This is where they learn, getting the hammers in their hands and start going, and whatever.

"The last letter I got was from a man who just left here less than a month ago and he goes on:

'Mr. Clyde,

'I would like to compliment you on your technique of teaching building maintenance, for your patience and understanding has brought me more confidence within myself. Since my recent release from . . . [the correctional center], I was able to get a job in building maintenance where I am working at Marshall Field and Old Orchard. The reason I was hired for this specific position was because of the certificate that you bestowed upon me. With the certificate and some hard work I know that I will be able to accomplish whatever dreams I may have in this field. I would like to thank you again for a job well done.

Sincerely,

Roger H.'

"Another former student wrote:

'Hello,

'Just thought I'd write a couple lines to see how things are going. You'd never believe what kind of work I'm doing—building houses. By what you have taught me, they say I'm pretty good at it, so I want to thank you. I'm glad you made me listen to what you were going into the class. Please tell everyone I said, "Hi" and I don't want to be coming back there. . . . Well . . . I'm running out of thoughts so you [let] your class know that they need to work harder on the lessons, etc.

(Signed) Chuck G.'

The witness concluded his testimony by reading a third letter:

'Hope this letter finds you and your family in good health. I realize it has been quite awhile since you heard from me last, but this is just due to laziness, not necessarily neglect.

'Everything is well with myself and family. I am still working at the same place and making it real well.

'I would like to kind of take this letter and direct it to both you and the students or residents you are presently training (and I say train instead of teach for a good reason), as well as your future students.

'A week ago Sunday was Father's Day. It was also the first day of summer. June 21st is the day I am speaking of, and it was on June 21st 2 years ago that I was released from Vandalia after serving 3 years of a 3-9 year bit. I am sure that you remember that day well, Clyde, but not quite as well as me. And what I am going to try to do here is tell you guys what has happened with my 'new life' (as I call it) since leaving Vandalia.

'I managed to secure a job 4 days after I got out, working on a truck moving computers and machines, etc. It was a $200.00 a week job, nothing earth shattering, but a job nevertheless. For 5 months I worked as a computer mover or a 'helper' when I managed to secure a job with a restaurant chain in the Chicago area as a maintenance man.

'The job was another $200.00 a week job with a promise of $20.00 more a week after 30 days. I am stil with this restaurant chain, and in the last 1½ years, I have been involved in the remodeling of 2 stores, the new construction of 1 restaurant, and new construction of a health club. My work over this period of time has involved everything from staining wood to electrical work to plumbing and concrete work, carpentry, ceramic tile, quarry tile, demolition, locksmithing, sweating copper, motor repairs, electrical circuitry, and the list goes on and on.

'Today, I am the Maintenance Engineer in charge of the preventive maintenance and repairs of 8 restaurants and 1 health club, and with the opening of a new restaurant that makes 9. I work on a salary of $350.00 a week and all my gas for traveling is reimbursed along with tolls and phone calls, etc.

"Before taking "Clyde's Building and Maintenance course" I knew absolutely nothing about this field of work. I passed the course with straight A's (and you know as well as I do, I had to earn it), and Clyde kept me on as his assistant.

The purpose of this letter is to give you guys a positive outlook on all Clyde's hollering and demanding ways from the outside. If what I have been able to do with the help of the training I got from Clyde will give just one of you guys the incentive to learn everything Clyde has to offer you, then it is all worthwhile because if you plan to pursue a career in this field, then you will need to learn everything he can teach you and a hell of a lot more, so take advantage of it all. Even now things that Clyde showed me come back and help me in what I do from day to day.

So basically what this letter is, is a thank you letter—not thank you. . . [Correctional Center], not thank you . . . College, not thank you anyone except one person. THANK YOU, CLYDE J. for being the special person you are.

Truly Sincere,

Rich'

PS. Give my best to the wife and write back soon."

D. RESIDENTS OF CORRECTIONAL CENTERS TESTIFY

Residents of an adult correctional facility testified at one of the hearings. They described their experiences in vocational education programs. The first resident said:

"Since I have been at the correctional center . . ., I've completed a 9-month industrial machinist training course [and] received my Associate and Applied Science degrees both of which I completed with an A average. I completed 69 credit hours. I have also completed 15 counseling and individual development programs. I am currently instructing a course in consumer education. I'm an instructor's aide at the machine shop at the correctional center, and I am in part responsible for the education of two people from . . . [the] County High School—both seniors. I was entrusted with this position by my instructor, and I feel it's unique. . . .

"These two people are young ladies who are 17 years of age, and they will be completing in May. I will be leaving the institution in approximately 38 days. Before I leave the institution I plan on educating these girls to the best of my ability. They have learned more than some of the students that have been there for 6 months in that program. They can do things better than some of the students, residents that have been in that program for a . . . [longer] amount of time. That's the one-on-one instruction they have from me, but still they have a motivation to learn, and I feel I'm competent enough to handle the situation with them.

"It's a unique situation being that they are young ladies. Everybody's primarily concerned with the situation because we're anti-social criminals; but people have come down there and kept their eye on me for probably the first two weeks. They're leaving us alone now. It was irritating at first, but now that they have adjusted to the situation they don't bother me.

"All my education and training that I have was done at the correctional center. . . . [In addition to my present assignment] to the Machine Shop as an Instructor Aide, I instruct a class in consumer education. I am also the President of the . . . Jaycees.

"Having been successful at all the things I have attempted was, in itself, an outstanding achievement because of the stumbling blocks that I have had to overcome. There were stumbling blocks that I did not have to face but other inmates did. . . . I have heard a great deal of negative feedback from inmates who have been, or are now, enrolled in vocational or academic education. With all the negative aspects involving education at . . . [the correctional center], the majority of the programs are worthwhile; the knowledge is there for those individuals with a real desire and a will to learn.

"Communication between industry and vocational education is more important today than ever before, especially with the constant changes in industry. Vocational instructors must stay abreast of these changes and be aware of the needs of industry in order to properly train and prepare students for their chosen field. Industry should go into the classes and talk to instructors and students about the opportunities in the trades and what employers feel a student should know upon completion of vocational training in certain areas. Some of the instructors at . . . [the correctional center] have made their courses the best in the State, yet industry will not acknowledge this fact by coming into the prison to recruit workers.

"Vocational education in prisons is badly in need of a job placement program. Based on ability and skills, a program of contact between institutions and industry should be initiated in order for inmates to be given a job upon their release, seeing to it that they are not treated indifferently and discriminated in wages that are commensurate with their individual capabilities.

"Government can become involved with inmates other than trying to keep them incarcerated for life, which is what . . . [an individual] has been attempting to accomplish since he took office. The State Government should put up different kinds of public producing products, with industries, so inmates and others may put their skills and resources to use in order not to waste these human resources, which would otherwise end up the cause of more money being used to build more jails. If more money were put into education and industry and less into building jails, there would be less unemployment, fewer criminals, more skilled labor, and more people employed in the State of Illinois.

"The quality of education has declined considerably over the last couple of decades; standards in education have also deteriorated considerably. If the past is any indication of the future, the quality of education will continue to decline. Quality should be a primary concern of today's educational system. In many areas of education, most schools are behind the times. If today's students are to be effective tomorrow, schools must teach the fundamentals and entry-level skills needed for a career. The educational system should evaluate and develop a curriculum that is important to all students, insuring that the material covered complements the entry-level skills needed.

"Students need to be motivated to learn and continue to further their education. Secondary education is the key to motivating students. The high schools should encourage students to read the literature available in their areas of interest and specialization. Students should know what is currently available and how to keep up with their chosen field after graduation. They should also be aware of job opportunities and ways they fit into the work world. While in secondary education, students should have as many job-related experiences as possible. The more experience they have the more knowledgeable they will become about work opportunities and proper work attitudes.

"Many of today's educators are not adequately educated or trained for their positions. Many of them are not competent enough to handle certain classroom situations, especially within prisons. The educational system should determine the competence and qualifications of educators before employing them. The same determination should be made on school administrators as well.

"Education in prison is unique and should be handled as such. When an inmate with little or no education enrolls in a program and completes it, overcoming all the obstacles, this outstanding achievement should not only be acknowledged but rewarded. Being rewarded can be very encouraging and motivating and should be a part of the rehabilitation process."

The second resident testified about the electronics program at the adult correctional facility and offered some suggestions for involving business and industry with the prison program. He said:

"I am here today to speak up about our Electronics Vocational Program. We have a year of concentrated study during which we are taught analog and digital electronics, and in our theory and practical application we are guided through house and industrial from power house to the microchip. We also have some facilities that will allow an individual to specialize in their particular area of interest provided they have spare time and are caught up in their regular studies. Myself and others like me have undertaken this particular field of study and practice in order to benefit ourselves and to be able to take our place in the community upon our release.

"I understand that at this moment the business community is having to retrain its present employees for high-tech jobs. I believe the field of electronics has coined the phrase 'high-tech.'

"Our students would welcome a relationship with the business community even before graduation. We would like to be able to invite employers to our school, to come and see firsthand what we've accomplished and consider us for the upcoming jobs we are preparing for. It is my understanding that an employer would welcome someone 'in the know,' somebody who can deal with all the variables this field can present. Our school would in turn like to see modern industry at work. We would relish the opportunity to be made aware of the new technologies."

III.
CORRECTIONS EDUCATION ASSOCIATION PRESENTS TESTIMONY

In an official memorandum from the Correctional Education Association, SACVE received further testimony on corrections education. The memo indicated that the testimony was initially prepared for the Advisory Board of the National Institute of Justice. Excerpts of that testimony describing research needs follows:

"On behalf of the Correctional Education Association, its 2500 members, and the 600,000 incarcerated individuals we represent, I thank you for this opportunity in allowing me to describe the research needs in the field of corrections, specifically, correctional education.

"The education and employment needs of the prison population are enormous. However, although academic and vocational programs exist in most prisons (very few in jails), they have barely been able to respond to more than a fraction of the needs of the inmate population. On the average, a state spends only 1.5% of its total correctional budget on inmate education and training programs, and correctional education is most frequently plagued by inadequate funds, space, equipment, and trained staff.

". . . Supreme Court Chief Justice Warren Burger strongly urged, . . . 'that all inmates have the opportunity to leave prison with marketable skills.' He suggested, '. . . that the lack of these marketable skills are linked to criminal behavior.'

"Correctional education is involved with the development of basic skills, specific occupational and vocational training, and a variety of job readiness training, including developing motivation, good work habits, and job survival skills. Correctional Education Research is relatively virgin territory. Very little scientific research exists in this area. In reviewing [a national] bi-annual report, I found only two [correctional] education research projects, one which links Learning Disabilities and Juvenile Delinquency. The other showed the success of Alternative Education programs as it relates to Delinquency Prevention. . . .

"In order for correctional education to have an impact, . . . we need a variety of longitudinal studies . . . to find out what the impact of various kinds of correctional education . . . is with various kinds of offenders. . . . This should be measured not only in terms of recidivism but also in terms of quality of life (employment income, continued education, family hobbies, residence stability, etc.).

"We need research that will give information on the relative effectiveness of various kinds of teaching methods . . . used with various types of learners. Is computer-assisted instruction more effective than traditional methods? What are the institutional variables that make for more or less effective learning?

"What type of teacher training programs produce the most effective teacher for correctional settings? . . .

"What is the most effective way to secure funds and assure that these funds are spent on educational/vocational training programs? What are the most effective ways to spend monies on correctional education? What is the most effective way to administer these funds?

"What testing/classification systems have been developed and normed with prison populations? Have these testing/classification systems [been] properly targeted/identified and programmed for the offender?

". . . determine proper programming for the incarcerated. . . .

". . . provide Correctional Administrators with follow-up data that proves or disproves that recidivism rates are reduced as a result of educational exposures . . . while incarcerated.

". . . no system, to my knowledge, has been developed to store and retrieve it [research findings] . . . establish such a national storage retrieval system.

"Where does the link between public education and correctional education begin or end? . . . Should the incarcerated be prepared to return to the traditional Public Education System, or taught how to be diverted from it?

"What educational/vocational standards have been developed, utilized and evaluated? Have they affected the incarcerated positively or negatively?

"Constraints that have lead to the lack of research in correctional education include, but are not limited to: Overly transient populations; institutional restraints; class time; achievement levels; testing conditions; appropriate measurement instruments; processes for tracking students prior to incarceration, upon release, and discharge from the respective departments or programs. . . . "

IV.
SACVE DISCUSSIONS WITH DWIGHT WOMEN'S CORRECTIONAL CENTER RESIDENTS

In recent years SACVE has held one Council meeting a year at a correctional facility. In 1983 the Council met at the women's facility in Dwight. Two inmates and members of the staff attended the SACVE meeting. toured the facilities with SACVE, participated in dialogue with SACVE, and answered questions posed by the members. Excerpts from those discussions and question-answer sessions follow:

SACVE MEMBER: Bobbie, in your view, what happens to inmates here that will keep them from returning?

BOBBIE: I think you have to consider the age factor. . . . In the more mature women I would say if they have children, they would play a major role. Also if there's a goal or if there is something that they can take that is positive to give them a direction. That would also be a factor. People under a younger age, it would be difficult to answer because from what I've seen (I'm around daily)—a lot of the street lights and a lot of the excitement of trying what is popular that month is still very prevalent here. So you have to look at the age factor . . . and the type of family ties . . . and things that they can achieve here, that are positive enough to become viable of working with when you go home.

SACVE MEMBER: Can we be even more specific? People usually get incarcerated because they get themselves in a situation and they make an antisocial or not acceptable decision. O.K.? What happens here (at Dwight) that helps the inmate go back on the street, back to the big world, and get in a similar situation, and make the opposite decision? Maybe that's not even a fair question but that's what I'd really like to ask.

BOBBIE: . . . It's an individual-type decision. Possibly the exposure to being incarcerated for the first time would play a major role, make the person more leary the next time to act unrationally, but that's an individual decision. What may work for me may not work for another person. It depends upon the way one thinks.

DWIGHT STAFF: . . . I think Bobbie made a good point. I think that's something that is very hard for any one inmate to say or really for staff to evaluate. I think where we have to look at it is that we provide the opportunity for change if the person wants to change. I think that has to be the role. You cannot make someone change. You cannot rehabilitate someone. I think you go by those opportunities which someone can make that decision.

SACVE MEMBER: . . . You still haven't answered my question. What is it that happens at Dwight that makes a person make an opposite decision. What happens here that accommodates that? Maybe it's a bad question.

DWIGHT STAFF: I think it's such an individual question. I would like to know that answer. We hope we offer educational services that provide that opportunity or the cause for the person to make that change and take that back with them. I think one thing that is out of our control that we watch and monitor is probably a maturing process. I think you heard Bobbie say the more mature inmate, and I think many times what happens is that the younger more into the street-wise inmate that youth in her will create a reason for her to go back and get right back in the same situation but if she's a maturing woman who's starting to say, och, I've got a family. I've got some things I want to do for myself or I'm tired and I don't have time for the ways of the street, perhaps that's what creates changes.

BOBBIE: I can only speak for the way I see it now. In response to your question, probably what makes a change—it's like being deprived of your favorite ice cream bar. You don't miss it unless you're away from it or can't get to it so if that has been taken away that you are used to being with or just having an option to do or not to do is a factor that one would consider at the risk of being deprived again. Then the time. You have to think about the element of time where you have the chance to think and even evaluate given the time to do just that and decide for yourself what is important. If what you're doing, been used to doing, being antisocial, so to speak—is it worse continuing? or—if you are looking at it as is this what I really want to do 5 years from now? or—what am I going to do 5 years from now? Here you have an abundance of time to think about a lot of elements, and what you'd like that time to your advantage. That's where you make your own decision as to do you want to continue what you have been doing antisocially, so to speak. . . . Do you yourself want to make a change? But you are taking advantage of time to think about it so I guess the deprivation of being deprived of your option—what you can do if you really want to—as opposed to having to follow the rules and regulations and a time to evaluate yourself. That's the best way I can answer the question.

SACVE MEMBER: . . . You have the time to evaluate and you have people to assist you in evaluating, and then you have actions that you can take such as enrollment programs and other activities as an outcome of your evaluation, and all of this offers you hope. Is that a correct assessment?

CAROL: Well, I have a slightly different view on the situation. Bobbie and I varied in backgrounds, upbringing . . . whereas I came from the streets. I have been on my own, in and out of institutions since I was about 12. The way I was brought up, all the changes that I went through, I had literally given up on myself for a long, long period of time. What has impressed me and as you say want me to become a part of you instead of going back to what I was in, is that through

my association here with the educational staff, and other staff in this institution has enabled me to find myself, to get ahold of myself, to develop skills I didn't know I had, to teach me to like myself for the first time in my life, and all the changes that I had gone through in the period of time that I had been locked up here, I had finally come to the conclusion that I am a worthwhile individual, and there is something out there that I can actually do and enjoy doing that I can contribute to not only myself but also my community, and the city that I live in. This is what has made me change my life. The apprenticeship program [waste water] here as . . . said, I'm the first one in that particular category. I'm the one that requested it because it interests me so much. I've done a lot of work here in the institution. My painting skills I have developed, my typing skills and all that. I wanted to find something that I felt worthwhile like working with water, waste water treatment. To you it may not sound very interesting, but the environment I have always been interested in. . . . This is my way of contributing something to the environment. . . . I enjoy my work a great deal and I have set goals and made friends to further my education in this area to perhaps not only be working in a water-waste water plant but continuing in the environment field.

SACVE MEMBER: What was your educational level?

CAROL: I dropped out of high school in my first year. I had no schooling beyond that other than what I taught myself. Since I've been here I've received my GED and I've taken college.

BOBBIE: Myself, I have a year and a half of college on the street before I got incarcerated. That was what my parents stressed so I did have a little experience in education.

SACVE MEMBER: . . . I was wondering how much the education system here had added. . . .

CAROL: A great deal. To me I never want to set foot in this institution again. Why I was trying to give you an outlook on my life recently is because when I said I was in and out of institutions all my life, I have accomplished here, in this institution with this staff and this administration, what I have never been able to accomplish in all the institutions they've shuffled me in and out of all my life. Why? There's got to be something here that has made a difference. To me it's a big difference.

SACVE MEMBER: I wonder what that is?

CAROL: The combination of your educational availabilities, the staff, the counselors. These are people who—when I came here I wanted to make a difference but I was very self-conscious, very insecure. I wanted to make a change, but I was too scared, and I didn't know how to go about it. True with the help of the staff here, they helped me find that and they guided me in the right direction, so I could make the necessary changes. The schooling, the education here is the most important thing. It has made a great deal of difference in my life. Five years ago I could not have sat here and made any sense to you. I couldn't even have given you any direction as to where my life was going. Now I can. That is very important. To me it is. When you give a person the thing the availability of things to change themselves, this apparent rehabilitation. . . . No institution in the State of Illinois is designed to rehabilitate. It has got to come from within the person. If you are willing to even start in that direction, there are people here who are willing to help you, guide you, trying to educate you in that direction. To me the education—when I say education I mean more than just classes that you take—because anybody can sit through a class but you have to be able to get something out of it as being able to pick the classes that will most benefit you and being able to use them once you have obtained the knowledge. That's why I emphasize the staff, the counseling, the teachers, even officers. If they, the educational staff, if they see a person who shows even the slightest bit of potential and the individual might not even know that they have it, they will work with that person. They will help them develop that potential. This is my situation. I have been able to accomplish things I didn't know that I was able to do. I wouldn't even have thought I was able to them but through my association with the entire staff situation here and the educational department, I've been able to come about. . . .

DWIGHT STAFF: . . . if it takes two minutes longer to stand and look someone in the eye and listen to what they have to say as much as to say, "move along". . . . You have to have your security issues, but I really think programming is security. The better your programming, the more your programming, the better your system, because you don't have as many frustrations.

SACVE MEMBER: What should we say that would help you become a better institution? Where did the schools fail to have Carol leave at 12 or 16 years? You [Bobbie] did go on to the community college but what could the schools be doing? They have vocational programs. They have counseling but are we lacking some things there that we ought to be telling them?

CAROL: You want to know where the schools outside have failed? When I was in school they pretty much shoved me right through. They taught you what was necessary. That was it. . . . Many people are put into the next grade who can't even do the work of the grade they have just come from. That was the situation with me. You were just passed from one grade to the next. Where they have failed it's hard to pin point exactly one thing or two things. It's the whole thing. There's not that much potential, particular students' potentials. Some children are slower than others. To me there should be more time taken with the slower children. Some people can zoom right through school and not have to do homework.

That was not my case. I had a very rough time in school, and I failed at a lot of things, but I was shuffled through. I have gone through a lot of teaching myself. I've read a lot, studied a lot on my own. This is the only way I could make it once I was here . . . the materials necessary and the encouragement. . . . There's things I've had to go over time and time again because as you get a little older it's hard to learn things that you should have learned years ago, like my basic math skills. I could add and subtract and multiply a little, but that was it. You can't make it in this would without math. These are things I should have learned years ago, that I wasn't taught or that did not get through to me. As I said it's a combination of things. The schools out there need to take the necessary time . . . geared toward those who are average students or below average students and develop things necessary so that they can make it.

SACVE MEMBER: Did you feel at first grade you were already going down the wrong road educationally?

CAROL: Kindergarten was just play time from what I can remember. See I have a son who is 7½ years old now, and I made sure that he went to preschool that he started learning at an early age and that he was learning to correct things, learning how to read, learning how to work with mathematic figures. These are important to me because these are things I did not get, and these are things that help a child through life. If you teach them values and basic skills at an early age, you might not have as many dropouts or as many antisocial individuals running the streets now because you have had to give them something they feel they can use and makes them feel like a person, that they can do something. They have something that is beneficial to them. . . .

BOBBIE: Well with me, I flunked kindergarten. Maybe because from what my parents tell me—I don't remember that far back, but I wasn't very sociable. I was antisocial as far as with the other children. I was always a loner. I didn't want to put my hand in the gooey finger paints and I didn't want to play with the dolls and I didn't want to play with a play stove or little block houses. That didn't interest me because my father was teaching me a little about the alphabet and numbers before I started so when I got into kindergarten and doing all those kid games, it really didn't interest me so I was kept back to want to socialize with the students, the other children. Now, as I got older and started to the elementary school level classes, I was very much interested. I was gungho about it. As a matter of fact, things like in the science field, the little animals and tree's nature. Very much interested. What really became a thorn in the bush for me the latter part of my junior level for entry high school and so much of high school, too. I began to feel a change as far as the teachers were concerned where it used to be more of an interest they would take and more on a personal level and more diversified things they utilized to help you do a certain task. It began to be more mechanical. I began to sense more that this is what they have to do for 8 hours so they are going to do it as fast as they can or as effortless as possible and then they can go on to do what is more important to them. That is what I began to sense; consequently, as I got on to my senior high school years, I was going through the motions. I didn't take as much interest in what I was learning. I got some decent grades. There were some things I had to go back and pick up. Like math was a chore to me. I have not graduated from college now because I need this one algebra class which is very difficult for me at this time. Whereas I felt the instructors were just going through the motions, I, myself, followed suit and went through the motion. . . . I begin to experience that now when I work toward my AA degree. A good example is my math. I am a lousy mathematician. If it is beyond adding, subtracting, and multiplying, I am lost. I am really at a disadvantage. I have to study much harder now, whereas I wasn't really getting the attention I needed . . . pushed through and getting the best in grades and I really could not go beyond that if I tried so I think more concentration should be put there.

SACVE MEMBER: I'd like to know the minimum amount of time that a resident would be here, the maximum amount, and the average. My question is are the training programs competency-based? What happens if an inmate is in the middle of the program and is released—what happens? Do you put them in another school program outside the institution . . . or is it dropped?

DWIGHT STAFF: The average sentence here is 5.5—5 years and 5 months with an average stay being approximately 2½ years.

DWIGHT STAFF: Competency-based programming—we give the GED every 120 days. We are even looking at doing it on a more frequent basis than that to get some people a high school diploma equivalency that they are always there when they come in who just need an extra push, or whatever. . . . College programs are geared towards 8 week programs. We can't survive on a 16 week semester basis. We can't do it. Too fast. Maybe the university system can where you've got all kinds of time, but we just don't have that kind of time. . . . Academic vocational programming is a job in the institution. It is something you can do part-time, but it can also be your job while you're here, and so we're talking 6½ - 7 hours a day maybe longer in some cases if you take evening programming. Intense, highly-intense competency-based. . . . There is a need to find where the individual is at, not where they claim to be, . . . go from there. Put that intense training where it's needed not where we perceive it to be. Cosmetology takes a year. We can't get around that. That's Department of Registration and Education, but on the other hand we can also transfer those hours outside the institution. . . .

BOBBIE: I myself as an inmate and like two other inmates here, it's a very, very small percentage of where provision would make a major difference. I think the main . . . difference is with individuals . . . that is something that they're also looking for a change and this might be the first time that they have ever been given a chance to make a change because they have to work out survival and survival for families . . . on the street and not have a chance to. She might take advantage if this will help them to help their families survive, I think education would be for most of others.

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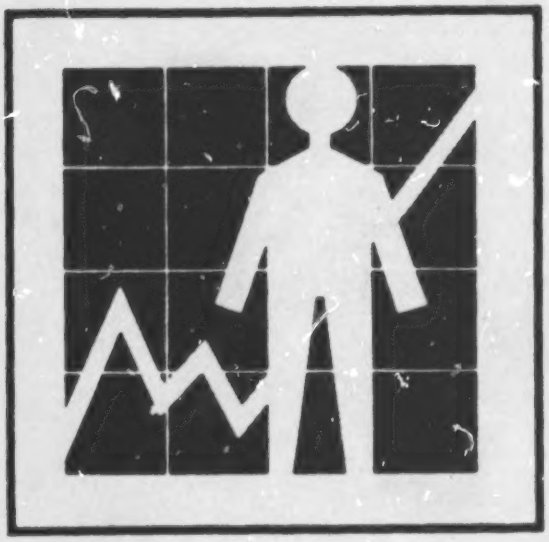

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